

Granbury Independent School District

Roberson Elementary School

Improvement Plan

2020-2021



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Value Statement

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Comprehensive Needs Assessment

Demographics

Demographics Summary

2018-19 Demographics

Total Peak Enrollment 470 Students

Low SES 359

Ethnicity White-254 Hispanic-204 African American-2 Asian-4 American Indian-0 Multi-racial-7

Withdrawn 50

Entered 55

2018-2009 School Report Card

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.3%	94.9%	95.4%
Enrollment by Race/ Ethnicity			
African American	1.0%	1.5%	12.6%
Hispanic	39.5%	24.2%	52.6%
White	57.5%	70.6%	27.4%
American Indian	0.0%	0.5%	0.4%
Asian	0.6%	0.8%	4.5%
Pacific Islander	0.2%	0.2%	0.2%
Two or More Races	1.2%	2.2%	2.4%

Enrollment by Student Group

Campus District State

Economically Disadvantaged	75.1%	53.6%	60.6%
English Language Learners	30.9%	8.7%	19.5%
Special Education	7.6%	11.5%	9.6%
Mobility Rate (2017-18)	14.3%	17.6%	15.4%

Class Size Averages by Grade or Subject Elementary

Campus District State

Kindergarten	19.7	19	18.9
1st Grade	18.8	19.3	18.8

Demographics Strengths

Students represented all ethnicity groups but American Indian

Overall campus attendance rate (95.3%) was higher than the District attendance rate (94.9%)

Attendance rate for white sub-population (57.5%) was higher than the State average (27.4%)

Special education enrollment rate for the campus (7.6%) was lower than both the District (11.5%) and State (9.6%)

Campus mobility rate was lower (14.3%) than the Districts (17.6%) and State (15.4%)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate is below the state average by .1% **Root Cause:** Parental education on importance of school attendance requirements

Problem Statement 2: Low SES percentage is higher than both District and State **Root Cause:** Economic status and family stability

Student Learning

Student Learning Summary

ERELA is paired with Brawner Intermediate for State Assessments

TELPAS Scores : Listening

Student Group	# of Students	Beginning	Intermediate	Advance	Advance-High
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Kindergarten	34	41%	38%	21%	0%
1st Grade	33	9%	64%	24%	3%

TELPAS Scores : Speaking

Student Group	# of Students	Beginning	Intermediate	Advance	Advance-High
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Kindergarten	34	59%	21%	21%	0%
1st Grade	33	9%	61%	30%	0%

TELPAS Scores : Reading

Student Group	# of Students	Beginning	Intermediate	Advance	Advance-High
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Kindergarten	34	100%	0%	0%	0%
1st Grade	33	33%	45%	21%	0%

TELPAS Scores : Writing

Student Group # of Students Beginning Intermediate Advance Advance-High

Kindergarten	34	100%	0%	0%	0%
1st Grade	33	27%	61%	12%	0%

iStation Results--Feb. 2021 Results (End of Year due to (C19))

Grade	Tier 3	Tier 2	Tier 1
Overall	27%	29%	45%
Kinder	29%	32%	38%
1st Grade	27%	31%	41%

Math Universal Screener (Go Math) Average Score

Grade	BOY	MOY	Growth
Kinder	77%	70%	-7%
1st Grade	59%	77%	18%

Student Learning Strengths

iStation Improvement - Sept. 2019- Feb. 2020

(Tier 1 is on grade level readers, Tier 3 is below grade level readers)

Improved K-2 Tier 3 level -- down by 7%

Improved K-2 Tier 1 level -- up by 2%

Improved Kindergarten Tier 3 level -- down by 12%

Improved Kindergarten Tier 1 level -- up by 5%

Improved 1st Grade Tier 3 level -- down by 2%

TELPAS Improved

Increase in Kindergarten Speaking/ Advanced from 0 % in 2018 to 21% in 2019

Increase in 1st Grade Listening/Advanced from 21% in 2018 to 24% in 2019

Increase in 1st Grade Speaking/ Advanced from 15% in 2018 to 30% in 2019

Increase in 1st Grade Reading/ Advanced from 2% in 2018 to 21% in 2019

Increase in 1st Grade Writing/ Advanced from 4% in 2018 to 12% in 2019

Increase in 1st Grade Composition Rating/ Advanced from 15% in 2018 to 24% in 2019

Problem Statements Identifying Student Learning Needs

Problem Statement 1: IStation Reading Tier I: 45% on grade level the end-of-the-year (February 2019) **Root Cause:** Lack of Teacher PD on new curriculum and TEKS, lack of resources and individual student assistance

Problem Statement 2: Students performing below grade level for reading and math **Root Cause:** Lack of small group instruction time with ratio of teacher-to-student, lack of focus on reading, transition time not planned

Problem Statement 3: Reading and writing is a struggle for EL students **Root Cause:** Language acquisition emphasizing vocabulary and comprehension

School Processes & Programs

School Processes & Programs Summary

- Curriculum aligned with TEKS
- District Scope and Sequence developed by teachers and curriculum personnel
- STAAR, Benchmarks, iStation, DRA, GoMath, Education Galaxy, Common Assessments and teacher assessments used for evaluation
- RtI process for low performing students
- BrainPop, Education Galaxy, Istation, Storia, and Reflex Math supplemental software
- Guided Reading, Social Studies (Studies Weekly), Accelerated Learning Stem Scopes, Houghton Mifflin Harcourt Go Math, Writer's Workshop
- Instructional take home resources

School Processes & Programs Strengths

- Curriculum Department Support
- Implementation of skills-based report card in 2nd grade
- Improvement in implementing Guided Reading program
- Current instructional resources
- District Wide Assessments
- DRA Testing
- Instructional resources available for parents to take home

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of equal literacy performance in both English and Spanish for EL students **Root Cause:** Early Exit Model for EL students

Problem Statement 2: Lack of additional opportunities for EL, At-risk and GT student experiences outside of classroom **Root Cause:** Organization in providing those opportunities

Problem Statement 3: Teacher Attendance Rate **Root Cause:** Improved but continue to lack priority and understanding of sick and personal days

Perceptions

Perceptions Summary

Vision: Quality implementation of the Texas Essential Knowledge and Skills (TEKS) everyday, in every classroom, for every student.

District vision for G2025: Innovation, Engagement, Leadership

Mission: The mission of Emma Roberson Elementary School is to empower life-long learners, both student and teacher, to achieve their potential and become productive citizens.

Core Values

- Belief in the potential of students and staff to learn and grow
- Strong professional community using knowledge, experience, and research for improvement
- Positive communication flow
- Shared leadership
- Rewards and recognition to reinforce cultural values
- Welcoming physical environment that provides structure and shows pride
- Shared sense of respect and caring for everyone

Family and Community Engagement

- Family Access program keeps parents up to date on progress, grades, missing work, attendance, etc.
- Teachers provide grade level orientations, report cards, parent conferences, classroom visits
- Volunteers from the community are paired with at-risk students
- PTO
- Career Day and Learning Experiences
- Field trip invite for zoo
- Student performances
- Correspondence both English and Spanish
- Parent resources for student academic support
- Multiple communication resources - Remind App, School Messenger, Data Building Sign, Facebook, Web page, Class Dojo etc.
- GEF Grants
- 50 Fella's Food Fest
- GISD Serves Campaign

Spanish speaking parents have requested that parent meetings for this sub pop be held at admin so that parents from both schools that serve Bilingual can attend one meeting since the early exit program will be moving to a one-way dual language program and grades K-5 Bilingual will be combined.

Perceptions Strengths

- Morning Assembly
- Flexible Scheduling
- Guided Reading
- Continue PBIS/ Implement Conscious Discipline
- Little Pirate Award to recognize positive student behavior
- Grade Level STEAM nights
- Open door policy
- CLT meetings and planning
- Staff luncheons for student scholarship
- Customer Care Goal Setting
- Family Nights -
 - Math's A Big Deal
 - Family Reading Engagement Night
- Integrated assistance from high school students - Ready Set Teach, Spanish Readers, Sports Greeters, etc.
- Hispanic Parent Luncheon
- Awards Assemblies
- Smiling Peeps - car valet for students
- Volunteer Reading Mentors
- Music Programs
- Moms, Dads and Grandparents Luncheons
- Open Door Visits
- GEF Funded Grants on Campus
- GISD Service Projects at local nursing homes

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PTO did not support positive ERES culture and climate standards **Root Cause:** Lack of knowledge and cohesiveness of parent

group

Problem Statement 2: Grade level team support of each other and their wholistic goals **Root Cause:** New teachers joining team without organized team building

Problem Statement 3: Lack of student incentive opportunities through non-tangible rewards **Root Cause:** Teacher and staff awareness and lack of requirement to complete

Problem Statement 4: Sustaining campus wide expectations and discipline standards **Root Cause:** Lack of training

Problem Statement 5: Lack of CLT parent participation **Root Cause:** Flexible scheduling and communication

Problem Statement 6: Emma Roberson needs to engage Spanish speaking parents more **Root Cause:** LEP program on two campuses, parents need one meeting

Problem Statement 7: Lack of parent/community academic involvement **Root Cause:** Flexible scheduling and engaging academic events

Goals

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 1: Continue to monitor and improve student performance according to state standards, including subgroups in all academic areas.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Brawner STAAR Scores, BOY/MOY/EOY Assessments, MAP, CLI, DMAC Data Sheets, Agendas, Meeting Notes, PBMAS, Intervention Documentation, Health Assessments, Calendars

Summative Evaluation: None

Strategy 1: The instructional specialist will participate and assist with all instructional staff in grade level Professional Learning Communities (PLC) to identify areas of needed growth and improvement based on common assessments, benchmarks, Fountas and Pinnell BAS, and MAP.

Followed up with walk-through feedback on the implementation.

Strategy's Expected Result/Impact: High quality weekly lesson plans that are TEKS based and follows GISD scope and sequence. All required state curriculum will be presented to all students before May 27th, 2021.

Student median conditional growth as measured by MAP at or above the 60th percentile.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Curriculum Specialists, Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Focus on specific instructional needs and student learning Title I (211)

Formative

Dec

Feb

Apr

Summative

June

Strategy 2: Continue to implement a balanced literacy for grades K-1st which includes a focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Continue to implement guided reading and level literacy in kindergarten and 1st grade.

Strategy's Expected Result/Impact: Lesson plans, Classroom Walk Through; Benchmarks; Common Assessment; BOY/ MOY/ EOY - MAP, Progress Monitoring Data; Report Cards; Reading records; Data Sheets Student median conditional growth as measured by MAP at or above the 60th percentile.	Formative
	Dec
Staff Responsible for Monitoring: Principal, Assistant Principal, Instruction Specialist, Curriculum Specialist, Teachers	Feb
Title I Schoolwide Elements: 2.4 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Apr
Problem Statements: None Funding Sources: None	Summative
	June

Strategy 3: Implement a Spanish supplemental reading program for early literacy between English and Spanish.

Monitor strategies to promote continuous improvement for ELL students.
 -vocabulary word wall strategies
 -sentence stems

Strategy's Expected Result/Impact: Growth in reading for Bilingual students. MAP, Data Sheet, DMAC, Ellvation	Formative
	Dec
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Curriculum Specialist, Teachers	Feb
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math ESF Levers: None	Apr
Problem Statements: None Funding Sources: Increase student achievement in reading for Bilingual students Title III (263)	Summative
	June

Strategy 4: Plan rigorous Tier 1 instruction as a grade level to foster teamwork and focused planning. This will allow for monitoring the curriculum and analyzing data.

Strategy's Expected Result/Impact: Lesson Plans, PLC's Agenda/ Notes, Learning Walks	Formative
Staff Responsible for Monitoring: Principal, Instructional Specialist, Lead Teachers, Teachers	Dec
Title I Schoolwide Elements: 2.5	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Administrators will create and implement a master schedule that allows for time to meet the needs of both struggling students and learners needing acceleration. .

Strategy's Expected Result/Impact: PLC's Agendas, Tutoring Schedule	Formative
Student median conditional growth as measured by MAP at or above the 60th percentile.	Dec
Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers	Feb
Title I Schoolwide Elements: 2.5	Apr
TEA Priorities: Build a foundation of reading and math	Summative
ESF Levers: Lever 5: Effective Instruction	June
Problem Statements: None	
Funding Sources: None	

Strategy 6: Provide supplemental instruction and interventions to support student success. Provide Academic Instructional Movement (AIM class) as a weekly supplement.

(Title 1 Aides, LLI Tutor, Dyslexia Reading Teacher, AIM Aide, At-Rick Aide)

<p>Strategy's Expected Result/Impact: Intervention Documentation (RtI, Sped, 504, etc.), - Tutor log - AIM Reading/Math Groups -STEAM (combined with Library time) -inclusion small groups -increased in: common assessment scores, MAP scores, BAS Guided Reading levels</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Counselor, Teacher, Tutors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 7: Instructional Specialist to provide incentives, resources, data and support for students, teachers, tutors, and parents.

<p>Strategy's Expected Result/Impact: Intervention Documentation, tutor scheduling, teacher support log, award logs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 8: Provide enrichment opportunities for identified gifted and talented students.

<p>Strategy's Expected Result/Impact: Lesson plans, activity schedules -G/T supplemental tutor for pull out -Off campus learning experiences for K, 1 and 2.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers, Counselor, Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: None</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 9: Continued to implementation of Writing Units of Study with fidelity

<p>Strategy's Expected Result/Impact: Kindergarten and 1st grade will complete 2 Units of Study</p> <p>Increased student engagement and ownership in reading and writing</p> <p>Improved fluency and TEKS mastery</p> <p>Increase in listening, speaking, reading, and writing on TELPAS</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: None</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 10: Bilingual paraprofessional will support the transition of instruction from early exit to dual language in the Bilingual classrooms

Strategy's Expected Result/Impact: Students will build reading in English and Spanish

Formative

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Curriculum Specialist, Teachers, Bilingual Paraprofessional

Dec

Feb

Apr

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: None

Bilingual Paraprofessional partial funding Title III (263)

Summative

June

Strategy 11: Provide supplemental materials to support student success.
(Mentoring Minds - 1st grade, Educational Galaxy/ Liftoff Math,, Do the Math- Intervention Kits, Amplify - Reading Intervention)

Strategy's Expected Result/Impact: Individual students data will indicate growth on MAP BOY, MOY, and EOY.

Formative

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Curriculum Specialist

Dec

Feb

Apr

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: None

None

Summative

June

Strategy 12: To assist in addressing the needs of all students, educational software will be used in the classroom to supplement the general education curriculum.
(Education Galaxy Math/ Amplify Reading)

Strategy's Expected Result/Impact: Monitor Tier 1 Instruction with reports and class data sheets

Formative

Student median conditional growth as measured by MAP at or above the 60th percentile.

Dec

Feb

Apr

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:





ESF Levers: Lever 4: High-Quality Curriculum

None

Summative

June

Strategy 13: PreK teachers will use the Pre-K guidelines and design qualities to create engaging lessons for all students.

Strategy's Expected Result/Impact: PreK CLI Circle scores will increase from ____ % to ____ %.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Principal, Instructional Specialist, PreK Teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Improve college readiness performance

Evaluation Data Sources: ERELA students in grades K-1 will have a skill-based assessment of 2 or show a 10% improvement on all benchmark assessments.

Summative Evaluation: None

Strategy 1: Implementation of 21st century skills in all classrooms (Creativity, Communication, Critical Thinking, Collaboration) through innovated lessons in the Prek - 1 classroom, Art, and Library/ STEAM.	
Strategy's Expected Result/Impact: Lesson Plans, Classroom Walk Throughs, Bench Marks, Increase in common assessment scores	Formative
Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: None	Summative
	June
Strategy 2: Various Colleges Alumni Guest Readers on College Spirit Days, Read Across America, Career Day	
Strategy's Expected Result/Impact: -increased college awareness	Formative
Staff Responsible for Monitoring: Instructional Specialist, Counselor	Dec
Title I Schoolwide Elements: 2.5	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
	June

Strategy 3: Teachers will provide incentive opportunities of non tangible rewards for various student successes.

Strategy's Expected Result/Impact: Award Logs each 6 weeks.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Assistant Principal, Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Provide additional instructional opportunities for students that are at-risk of dropping out or not completing due to mobility rate, poor attendance, etc.

Evaluation Data Sources: EES tier 2 and 3 RtI level students will log tutoring hours according to their individual needs.

Summative Evaluation: None

Strategy 1: Implementation of supplemental instruction and Level Literacy Intervention system to target RtI Tier 2 and Tier 3 students		
Strategy's Expected Result/Impact: Lesson Plans, Tutor Schedules, LLI Log		Formative
Staff Responsible for Monitoring: Principal, Instructional Specialist, Tutors, Teachers		Dec
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Feb
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Monitor and provide interventions for absent students due to mobility rate, poor attendance, etc.		
Provide incentives for all student with perfect attendance. Post attendance graphs outside classroom doors.		
Strategy's Expected Result/Impact: Improved attendance of those targeted. Increase the number of perfect attendance awards.		Formative
Staff Responsible for Monitoring: Principal, AP, Teachers, Office, Staff		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 3: Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home.

Assessment completed by teacher.

Strategy's Expected Result/Impact: Increased scores on BAS, Go Math, MAP and District Common Assessments		Formative Dec Feb Apr
Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Funding Sources: None	
ESF Levers: None		Summative
		June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 1: Ensure 100% of all professional and paraprofessional staff have appropriate certifications and are highly qualified.

Strategy 1: Actively recruit teachers and staff through job fairs, internet job postings, and connections with universities.		
Strategy's Expected Result/Impact: Number of Highly Qualified Teachers		Formative
Staff Responsible for Monitoring: Principal, Teachers, Human Resources		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Encourage currently certified teachers to earn additional teaching credentials		
Strategy's Expected Result/Impact: Number of increased certifications, L.E.A.P. Academy		Formative
Staff Responsible for Monitoring: Principal, Instructional Specialist, District Admin		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June


Strategy 3: Newly hired and/or first year teachers will be assigned a mentor to help facilitate classroom management and instructional best strategies.


Strategy's Expected Result/Impact: Learning Walks, Team conversations	Formative
Staff Responsible for Monitoring: Principal, Team Leaders, Teachers, Instructional Specialist	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Provide opportunities for all staff to explore different teaching styles through peer observations.

Strategy's Expected Result/Impact: Observations, Walk Throughs, Learning Walks	Formative
Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Staff will participate in high quality research based staff development throughout the year.

Evaluation Data Sources: Campus professional development will reflect the needs of the campus

Summative Evaluation: None

Strategy 1: Teachers will be provided, assist in structure of and participate in high quality staff development to ensure they plan/implement effective lessons that address the needs of our students.	
Strategy's Expected Result/Impact: Effective lesson plans	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Participate in the GISD Ready, Set, Teach- field-based internship program which provides students a background knowledge of child and adolescent development principles as well as principles of effective teaching practices.	
Strategy's Expected Result/Impact: Student Teacher Schedule	Formative
Staff Responsible for Monitoring: Principal, GISD High School Teacher	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Participate in the Effective Schools Project (ESP), Tarleton State University to providing professional development in improving school effectiveness, raising the achievement level of students and improving the professional development of pre-service and in-service educators.

Strategy's Expected Result/Impact: Schedule of professional development, Lesson Plans	Formative
Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Encourage teacher participation in GTEI to address attendance

Strategy's Expected Result/Impact: GTEI Documents	Formative
Staff Responsible for Monitoring: Principal, Asst. Superintendent	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 1: Students will participate in coordinated school health activities

Evaluation Data Sources: 100% of eligible EES students will participate in coordinated school health activities.

Summative Evaluation: None

Strategy 1: Prepared students for participation in the state fitness assessment (fitness Gram)		
Strategy's Expected Result/Impact: Lesson Plan		Formative
Staff Responsible for Monitoring: PE Teacher		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Educate students regarding drug awareness and healthy choices for their body. (Nancy Worcester, Red Ribbon Week)		
Strategy's Expected Result/Impact: Lesson Plans, Student Participation in Red Ribbon Week		Formative
Staff Responsible for Monitoring: Counselor		Dec
Title I Schoolwide Elements: 2.5	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 3: Participate in Heart Healthy Program


Strategy's Expected Result/Impact: Completion certificates from Heart Healthy Organization	Formative
Staff Responsible for Monitoring: PE Teacher	
Title I Schoolwide Elements: 2.5	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Feb
	Apr
	Summative
	June

Strategy 4: Participation from parents and students at district wide health fair emphasizing importance of student stability.

Strategy's Expected Result/Impact: Sign in sheets, decrease mobility rate	Formative
Staff Responsible for Monitoring: District PE teachers	
Title I Schoolwide Elements: 2.5	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Feb
	Apr
	Summative
	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: Utilize local community members as partners to enhance student learning

Evaluation Data Sources: EES will utilize community resources throughout the 2020-2021 school year

Summative Evaluation: None

Strategy 1: Teachers will utilize community speakers to bring real world application into the classroom to enhance academic learning. (Career Day)	
Strategy's Expected Result/Impact: Sign in sheets, lesson plans, speaker schedule	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor	Dec
Title I Schoolwide Elements: 2.5	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 1: Intentionally and purposefully plan to meet the social and emotional needs of all learners. Develop and implement procedures to enhance a positive school climate

Evaluation Data Sources: EES school survey will show 95% satisfactory in all areas.

Summative Evaluation: None

Strategy 1: Character Education- "Tree of Kindness" leaves for students and addition of blooms for staff. (Create a permanent tree base). Read 2 leaves every Thursday for "Thankful Thursday".	
Strategy's Expected Result/Impact: Kick-off morning instruction on agenda, counselor lessons during library rotation, # of student leaves on tree increase to 95%.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers	
Title I Schoolwide Elements: 2.5	
TEA Priorities: None	
ESF Levers: Lever 3: Positive School Culture	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Family Math and Reading Nights combined with open house where student's work will be showcased and student participate in hands-on academic activities.	
Strategy's Expected Result/Impact: School Calendar, Parent Communication Flyer, Sign In Sheets	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Principal, Instructional Specialist, Event Committee- Teachers	
Title I Schoolwide Elements: 3.1, 3.2	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 6: Acknowledgement and recognition of students to demonstrate outstanding behavior and leadership skills.

Strategy's Expected Result/Impact: Pirate Awards each grading period given out at Morning Assembly/ Celebrations	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Principal, AP, Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 7: Monthly character education program developed which spotlights and teaches character traits.

Strategy's Expected Result/Impact: Morning Assembly, Guidance Lessons, Students wear particular colors on Mondays to support character trait focus	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Principal, AP, Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

Performance Objective 1: Ensure students demonstrate responsible digital citizenship

Evaluation Data Sources: 100% of EES students in K-2 will complete digital safety training during the 2019-20 school year.

Summative Evaluation: None

Strategy 1: Students will receive annual cyber safety training using GISD Technology Department Curriculum		
Strategy's Expected Result/Impact: Librarian log, reduced number of offenses related to technology and campus cyber training		Formative
Staff Responsible for Monitoring: Principal and Librarian		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning

Evaluation Data Sources: Teachers and students use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity) and digital methods for assessment within the classroom.

Summative Evaluation: None

Strategy 1: Teachers will use a variety of current technology tools to improve student performance such as classroom computers, LCD projectors, document cameras, interactive whiteboards, wireless microphone/speaker system, binding machine and various hand held devices.

Strategy's Expected Result/Impact: School Calendar, Agendas, Documented Classroom Technology Activities

Staff Responsible for Monitoring: Principal, Librarian (Media Specialist), Campus Technology Committee, District Technology Specialists

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative

Dec

Feb

Apr

Summative


June


Strategy 2: Students will use software such as Amplify, Brain Pop Jr., and Education Galaxy for added reading and math support. Imagine Learning will be used if needed for special ed and bilingual student support.


<p>Strategy's Expected Result/Impact: Software usage reports, state assessments, RtI documentation</p> <p>Increased reading and math scores</p> <p>Staff Responsible for Monitoring: Principal, Librarian, Teachers, GISD Technology Department</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	


Strategy 3: Tech Tuesdays - Technology Professional Development for staff to provide hands on application and utilization assistance with relevant personal classroom technology.

<p>Strategy's Expected Result/Impact: School Calendar, Agendas, Documented Classroom Technology Activities</p> <p>Staff Responsible for Monitoring: Principal, Librarian (Media Specialist), Campus Technology Committee, District Technology Specialists</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 1: The campus leadership team will develop and maintain an effective safety plan.

Evaluation Data Sources: 100% of the EES staff will participate in district safety training and monthly campus safety drills

Summative Evaluation: None


Strategy 1: Completing the monthly GISD facility inspection Report.		
Strategy's Expected Result/Impact: GISD Facilities Checklist		Formative
Staff Responsible for Monitoring: AP and Custodian		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Timely submission of campus work orders.		
Strategy's Expected Result/Impact: Eduphoria Reports		Formative
Staff Responsible for Monitoring: Principal, AP, Teachers, Staff		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 3: Campus state and local safety training including:
 -12 GISD Required Training
 -Student Drills (Fire, Tornado, Nuclear, Lock-down, bus evac)
 -Science Lab Safety

Strategy's Expected Result/Impact: State and local completion reports	Formative
Staff Responsible for Monitoring: Principal, AP, Instructional Specialist, Teachers	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: Create unique learning experiences in preparation for the Early Childhood Academy

Evaluation Data Sources: EES will partner with community members to assist in the completion of 4 Learning Experiences to be implemented 2019-20

Summative Evaluation: None

Strategy 1: Promote literacy and numeracy development at an early age in an exploratory and engaging environment through the creation of themed learning experiences in preparation for future growth.	
Strategy's Expected Result/Impact: Completion of themed learning experience classroom, Lesson Plans reflecting thematic lessons	Formative
Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers, District Admin	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 1: Emma Roberson will adhere to all district policies which meet state and local requirements.

Evaluation Data Sources: Completion of district requirements

Summative Evaluation: None

Strategy 1: Teachers and staff will encourage parent participation in the Campus Leadership Team meetings through creative scheduling and digital distance participation.

Strategy's Expected Result/Impact: Increased parent participation/sign in sheets

Staff Responsible for Monitoring: Principal,
Assistant Principal, Elected Teachers

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative


Dec


Feb


Apr


Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Roberson Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 1 1 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$14,329.00
199 e 11 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$9,700.00
199 e 11 6118 00 104 0 24 000	6125 Salary Support - Locally Defined	\$22,800.00
6100 Subtotal:		\$46,829.00
6300 Supplies and Services		
199 e 11 6395 00 104 0 34 000	6395 Supplies, DP Operations - Locally Defined	\$222.00
199 e 11 6395 CI 104 0 24 390	6395 Supplies, DP Operations - Locally Defined	\$5,340.00
199 e 11 6397 CA 104 0 24 000	6397 Other Equipment - Locally Defined	\$7,210.00
199 e 11 6397 EG 104 0 24 000	6397 Other Equipment - Locally Defined	\$3,045.00
199 e 11 6397 IS 104 0 24 000	6397 Other Equipment - Locally Defined	\$5,000.00
6300 Subtotal:		\$20,817.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Paula Turner	Bilingual Instructional Paraprofessional	Title III	1
Sheri Doucet	Instructional Specialist	Title I	1.0